



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)  
ID: 11261334  
District: Palermo School Department  
School: Palermo Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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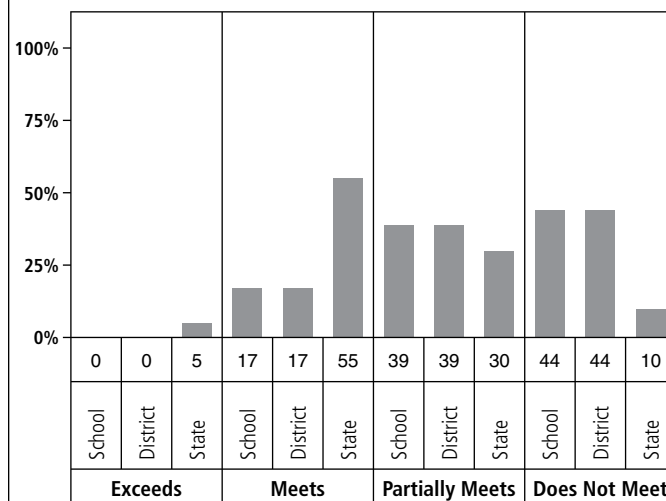
# SUMMARY OF SCORES

Date: March 2007  
Grade: 5  
District: Palermo School Department  
School: Palermo Consolidated School

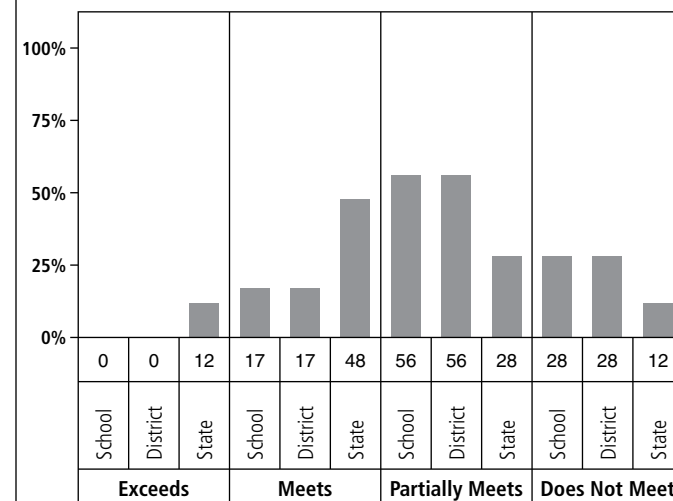
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	537 <b>532</b> 535	537 <b>532</b> 535	544 <b>544</b> 544
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	533 <b>534</b> 533	533 <b>534</b> 533	543 <b>546</b> 544
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	<b>537</b> 537	<b>537</b> 537	<b>541</b> 541

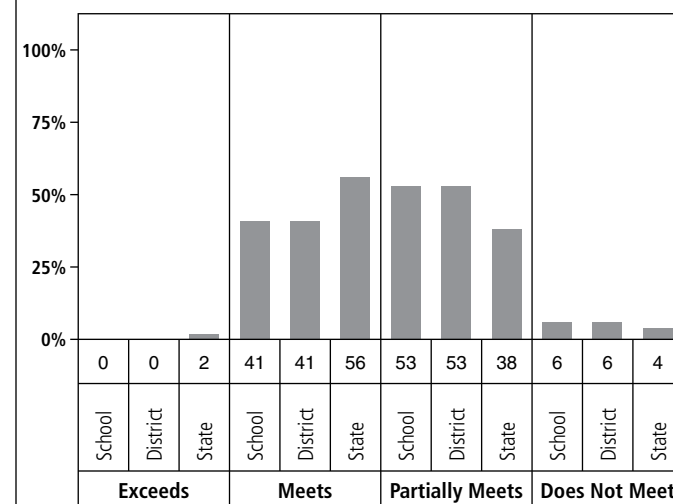
### ELA – READING



### MATHEMATICS



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 5  
 District: Palermo School Department  
 School: Palermo Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	18	100	18	100	14332	100	18	100	18	100	14252	100	18	100	18	100	14255	100						
<b>Ethnicity</b>																								
African American	0	0	0	0	382	3	0	0	0	0	372	97	0	0	0	0	377	99						
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99						
Asian/Pacific Islander	0	0	0	0	251	2	0	0	0	0	249	99	0	0	0	0	250	100						
Hispanic	0	0	0	0	148	1	0	0	0	0	148	100	0	0	0	0	147	99						
White	18	100	18	100	13445	94	18	100	18	100	13380	100	18	100	18	100	13378	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	4	22	4	22	2522	18	4	100	4	100	2500	100	4	100	4	100	2500	100						
<b>Current LEP</b>	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99						
<b>Economically disadvantaged</b>	10	56	10	56	5401	38	10	100	10	100	5355	99	10	100	10	100	5360	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	15	83	15	83	11327	79	15	83	15	83	11313	79							14	78	14	78	11382	79
Identified disability (PET/IEP)	1	7	1	7	408	4	1	7	1	7	419	4							1	7	1	7	454	4
LEP	0	0	0	0	145	1	0	0	0	0	147	1							0	0	0	0	146	1
504 plan	0	0	0	0	122	1	0	0	0	0	124	1							0	0	0	0	126	1
<b>Participation with accommodations</b>	3	17	3	17	2706	19	3	17	3	17	2743	19							3	17	3	17	2611	18
Identified disability (PET/IEP)	3	100	3	100	1890	70	3	100	3	100	1893	69							3	100	3	100	1841	71
LEP	0	0	0	0	121	4	0	0	0	0	131	5							0	0	0	0	118	5
504 plan	0	0	0	0	58	2	0	0	0	0	57	2							0	0	0	0	53	2
Other	0	0	0	0	655	24	0	0	0	0	680	25							0	0	0	0	617	24
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	213	1	0	0	0	0	199	1							0	0	0	0	198	1
Identified disability (PET/IEP)	0	0	0	0	202	95	0	0	0	0	188	94							0	0	0	0	187	94
LEP	0	0	0	0	6	3	0	0	0	0	5	3							0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	6	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	18	0	0	0	0	0	18	0							0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	62	0	0	0	0	0	59	0							1	6	1	6	121	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 5  
District: Palermo School Department  
School: Palermo Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	0	0	0	0	721	5
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>702</b>	<b>5</b>
		0	0	0	0	712	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	8	40	8	42	7571	53
		<b>3</b>	<b>17</b>	<b>3</b>	<b>17</b>	<b>7730</b>	<b>55</b>
		6	30	6	32	7651	54
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	6	30	5	26	4343	30
		<b>7</b>	<b>39</b>	<b>7</b>	<b>39</b>	<b>4182</b>	<b>30</b>
		7	35	6	32	4263	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 <b>2006-2007</b> Cum. Avg.	6	30	6	32	1628	11
		<b>8</b>	<b>44</b>	<b>8</b>	<b>44</b>	<b>1419</b>	<b>10</b>
		7	35	7	37	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	19.6	40.8	19.6	40.8	28.8	60.0
Literary Text	24	50	9.1	37.9	9.1	37.9	14.2	59.2
Informational Text	24	50	10.5	43.8	10.5	43.8	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: Palermo School Department  
 School: Palermo Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	0	0	3	17	7	39	8	44	532	18	0	17	39	44	532	14033	5	55	30	10	544
<b>Ethnicity</b>																						
African American	0										0						368	2	36	38	23	538
American Indian/Native Alaskan	0										0						102	1	36	43	20	539
Asian/Pacific Islander	0										0						247	8	52	31	9	545
Hispanic	0										0						143	2	38	42	18	540
White	18	0	0	3	17	7	39	8	44	532	18	0	17	39	44	532	13173	5	56	29	10	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2298	0	22	43	34	535
No	14	0	0	3	21	6	43	5	36	533	14	0	21	43	36	533	11735	6	62	27	5	546
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
<b>Economically disadvantaged</b>																						
Yes	10	0	0	1	10	3	30	6	60	530	10	0	10	30	60	530	5223	2	43	39	17	540
No	8	0	0	2	25	4	50	2	25	535	8	0	25	50	25	535	8810	7	62	25	6	547
<b>Migrant</b>																						
Yes	0										0						8	13	13	63	13	539
No	18	0	0	3	17	7	39	8	44	532	18	0	17	39	44	532	14025	5	55	30	10	544
<b>Gender</b>																						
Female	7	0	0	3	43	3	43	1	14	540	7	0	43	43	14	540	6967	7	57	27	8	546
Male	11	0	0	0	0	4	36	7	64	527	11	0	0	36	64	527	7066	3	53	32	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1573	0	30	51	19	538
No	17	0	0	3	18	7	41	7	41	532	17	0	18	41	41	532	12460	6	58	27	9	545
<b>Gifted/talented program</b>																						
Yes	0										0						499	24	72	3	0	556
No	18	0	0	3	17	7	39	8	44	532	18	0	17	39	44	532	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 5  
 District: Palermo School Department  
 School: Palermo Consolidated School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	3	43	32	22	540
B. less than one hour	33	0	0	1	17	1	17	4	67	528	33	0	17	17	67	528	67	5	56	30	9	545
C. one to two hours	67	0	0	2	17	6	50	4	33	534	67	0	17	50	33	534	26	5	56	30	9	545
D. more than two hours	0										0						2	2	41	34	23	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	0	0	0	0	2	50	2	50	534	22	0	0	50	50	534	35	8	61	24	7	547
B. They match some of what I have learned.	56	0	0	3	30	5	50	2	20	536	56	0	30	50	20	536	52	4	57	31	8	545
C. They match just a little of what I have learned.	22	0	0	0	0	0	0	4	100	520	22	0	0	0	100	520	10	2	38	39	21	539
D. There is no match.	0										0						3	1	28	41	29	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	22	0	0	0	0	2	50	2	50	527	22	0	0	50	50	527	30	11	65	18	6	549
B. good	67	0	0	2	17	5	42	5	42	534	67	0	17	42	42	534	53	3	56	32	9	544
C. fair	11	0	0	1	50	0	0	1	50	533	11	0	50	0	50	533	15	0	37	45	18	539
D. poor	0										0						2	0	24	45	31	535
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	6	0	0	0	0	0	0	1	100	522	6	0	0	0	100	522	13	2	41	35	22	539
B. about the same as my regular schoolwork	65	0	0	2	18	6	55	3	27	537	65	0	18	55	27	537	66	6	57	30	8	545
C. easier than my regular schoolwork	29	0	0	1	20	1	20	3	60	527	29	0	20	20	60	527	20	6	59	27	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	0	0	0	0	2	100	519	11	0	0	0	100	519	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	50	0	0	2	22	3	33	4	44	533	50	0	22	33	44	533	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	39	0	0	1	14	4	57	2	29	535	39	0	14	57	29	535	35	9	65	20	5	548
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	1	33	2	67	0	0	539	17	0	33	67	0	539	17	9	59	24	8	547
B. 20 minutes to an hour	33	0	0	0	0	4	67	2	33	531	33	0	0	67	33	531	57	6	59	28	8	545
C. less than 20 minutes	39	0	0	2	29	0	0	5	71	531	39	0	29	0	71	531	13	2	47	37	14	542
D. I rarely read at home.	11	0	0	0	0	1	50	1	50	526	11	0	0	50	50	526	14	1	45	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	0	0	1	25	1	25	2	50	532	24	0	25	25	50	532	25	3	47	35	15	542
B. six to ten pages	35	0	0	0	0	1	17	5	83	524	35	0	0	17	83	524	28	4	55	32	10	544
C. eleven or more pages	41	0	0	2	29	4	57	1	14	538	41	0	29	57	14	538	47	7	60	26	7	546
Optional school/district question																						
A.	0										0											
B.	33	0	0	0	0	0	0	1	100	516	33	0	0	0	100	516						
C.	0										0											
D.	67	0	0	0	0	0	0	2	100	520	67	0	0	0	100	520						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 5  
District: Palermo School Department  
School: Palermo Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1711</b>	<b>12</b>
	Cum. Avg.	0	0	0	0	1563	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	5	25	5	26	6503	45
	<b>2006-2007</b>	<b>3</b>	<b>17</b>	<b>3</b>	<b>17</b>	<b>6778</b>	<b>48</b>
	Cum. Avg.	4	21	4	21	6641	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	8	40	7	37	3945	28
	<b>2006-2007</b>	<b>10</b>	<b>56</b>	<b>10</b>	<b>56</b>	<b>3884</b>	<b>28</b>
	Cum. Avg.	9	47	9	47	3915	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	7	35	7	37	2434	17
	<b>2006-2007</b>	<b>5</b>	<b>28</b>	<b>5</b>	<b>28</b>	<b>1683</b>	<b>12</b>
	Cum. Avg.	6	32	6	32	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	4.9	32.7	4.9	32.7	7.8	52.0
Cluster 2: Shape and Size	14	29	5.1	36.4	5.1	36.4	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	2.2	44.0	3.3	66.0
Cluster 4: Patterns	14	29	6.5	46.4	6.5	46.4	8.5	60.7

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: Palermo School Department  
 School: Palermo Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	0	0	3	17	10	56	5	28	534	18	0	17	56	28	534	14056	12	48	28	12	546
<b>Ethnicity</b>																						
African American	0										0						376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	0										0						249	17	52	24	7	549
Hispanic	0										0						144	9	34	42	15	541
White	18	0	0	3	17	10	56	5	28	534	18	0	17	56	28	534	13185	12	49	27	11	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2312	3	27	36	34	535
No	14	0	0	3	21	8	57	3	21	534	14	0	21	57	21	534	11744	14	52	26	8	548
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
<b>Economically disadvantaged</b>																						
Yes	10	0	0	1	10	5	50	4	40	532	10	0	10	50	40	532	5240	6	40	35	19	540
No	8	0	0	2	25	5	63	1	13	537	8	0	25	63	13	537	8816	16	53	23	8	549
<b>Migrant</b>																						
Yes	0										0						8	13	38	38	13	544
No	18	0	0	3	17	10	56	5	28	534	18	0	17	56	28	534	14048	12	48	28	12	546
<b>Gender</b>																						
Female	7	0	0	2	29	5	71	0	0	539	7	0	29	71	0	539	6972	11	48	29	12	545
Male	11	0	0	1	9	5	45	5	45	531	11	0	9	45	45	531	7084	13	49	26	12	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1579	2	31	45	22	537
No	17	0	0	3	18	10	59	4	24	534	17	0	18	59	24	534	12477	14	50	25	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						499	54	43	3	0	563
No	18	0	0	3	17	10	56	5	28	534	18	0	17	56	28	534	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 5  
 District: Palermo School Department  
 School: Palermo Consolidated School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	9	39	28	25	540
B. less than one hour	33	0	0	1	17	1	17	4	67	528	33	0	17	17	67	528	67	13	49	27	11	546
C. one to two hours	67	0	0	2	17	9	75	1	8	537	67	0	17	75	8	537	26	12	49	28	11	546
D. more than two hours	0										0						2	3	40	29	28	538
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	11	0	0	1	50	0	0	1	50	531	11	0	50	0	50	531	41	17	52	23	8	549
B. They match some of what I have learned.	83	0	0	2	13	10	67	3	20	536	83	0	13	67	20	536	48	9	49	30	11	545
C. They match just a little of what I have learned.	6	0	0	0	0	0	0	1	100	518	6	0	0	0	100	518	9	7	33	36	24	539
D. There is no match.	0										0						3	5	25	29	41	533
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	17	0	0	1	33	2	67	0	0	542	17	0	33	67	0	542	31	27	50	16	7	553
B. good	61	0	0	2	18	5	45	4	36	533	61	0	18	45	36	533	48	8	53	29	11	545
C. fair	17	0	0	0	0	2	67	1	33	531	17	0	0	67	33	531	18	2	37	40	20	538
D. poor	6	0	0	0	0	1	100	0	0	536	6	0	0	100	0	536	3	1	25	41	34	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	0	0	1	33	2	67	525	17	0	0	33	67	525	17	5	40	34	21	540
B. about the same as my regular schoolwork	83	0	0	3	20	9	60	3	20	536	83	0	20	60	20	536	66	12	51	28	10	546
C. easier than my regular schoolwork	0										0						17	23	49	18	10	551
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	0										0						22	11	45	29	15	544
B. two or three days a week	50	0	0	1	11	6	67	2	22	533	50	0	11	67	22	533	38	13	50	27	10	547
C. two or three times each month	50	0	0	2	22	4	44	3	33	535	50	0	22	44	33	535	33	13	50	27	9	547
D. never	0										0						8	9	44	27	20	542
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						6	12	41	25	22	542
B. two or three days a week	6	0	0	0	0	0	0	1	100	518	6	0	0	0	100	518	31	13	50	27	10	547
C. two or three times each month	83	0	0	3	20	8	53	4	27	534	83	0	20	53	27	534	45	13	50	27	10	547
D. never	11	0	0	0	0	2	100	0	0	540	11	0	0	100	0	540	17	10	44	30	17	543
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	0	0	1	50	1	50	0	0	542	11	0	50	50	0	542	7	8	37	30	25	540
B. 30–45 minutes	56	0	0	2	20	4	40	4	40	532	56	0	20	40	40	532	31	7	44	33	15	543
C. 45–60 minutes	28	0	0	0	0	5	100	0	0	538	28	0	0	100	0	538	42	14	52	25	8	548
D. more than 60 minutes	6	0	0	0	0	0	0	1	100	518	6	0	0	0	100	518	19	17	52	22	9	549
<b>Optional school/district question</b>																						
A.	0										0											
B.	33	0	0	0	0	0	0	1	100	518	33	0	0	0	100	518						
C.	0										0											
D.	67	0	0	0	0	0	0	2	100	514	67	0	0	0	100	514						

# ELA–WRITING RESULTS

Date: March 2007  
Grade: 5  
District: Palermo School Department  
School: Palermo Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	0 0	0 0	0 0	0 0	260 260	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	7 7	41 41	7 7	41 41	7844 7844	56 56
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	9 9	53 53	9 9	53 53	5365 5365	38 38
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 <b>2006-2007</b> Cum. Avg.	1 1	6 6	1 1	6 6	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.5	52.5	10.5	52.5	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.8	48.3	5.8	48.3	6.2	51.7
Standard English Conventions (Standard F)	8	40	4.8	60.0	4.8	60.0	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: Palermo School Department  
 School: Palermo Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	17	0	0	7	41	9	53	1	6	537	17	0	41	53	6	537	13993	2	56	38	4	541
<b>Ethnicity</b>																						
African American	0										0						366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	0										0						247	2	68	27	3	544
Hispanic	0										0						143	0	51	39	10	538
White	17	0	0	7	41	9	53	1	6	537	17	0	41	53	6	537	13135	2	56	38	4	541
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2295	0	20	63	16	531
No	13	0	0	6	46	7	54	0	0	539	13	0	46	54	0	539	11698	2	63	33	1	543
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
<b>Economically disadvantaged</b>																						
Yes	9	0	0	3	33	6	67	0	0	538	9	0	33	67	0	538	5198	1	44	49	6	538
No	8	0	0	4	50	3	38	1	13	536	8	0	50	38	13	536	8795	3	63	32	2	543
<b>Migrant</b>																						
Yes	0										0						8	0	38	63	0	539
No	17	0	0	7	41	9	53	1	6	537	17	0	41	53	6	537	13985	2	56	38	4	541
<b>Gender</b>																						
Female	6	0	0	4	67	2	33	0	0	542	6	0	67	33	0	542	6956	3	67	28	2	544
Male	11	0	0	3	27	7	64	1	9	534	11	0	27	64	9	534	7037	1	45	48	6	538
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1567	0	38	57	5	537
No	16	0	0	7	44	8	50	1	6	538	16	0	44	50	6	538	12426	2	58	36	4	542
<b>Gifted/talented program</b>																						
Yes	0										0						499	9	77	13	1	549
No	17	0	0	7	41	9	53	1	6	537	17	0	41	53	6	537	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number